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ABSTRACT

This final report describes the activities and accomplishments of a 3-year federally funded project to provide training to teachers of students with severe mental retardation. Target teachers were those who were working outside the metropolitan Atlanta area. The teacher participants attended a 7-week summer institute at Georgia State University and were involved in a cooperative summer school program for students with severe/profound mental handicaps in DeKalb County (Georgia). Competencies that participants were expected to master included: development of appropriate individualized education program objectives, task analysis, data collection and interpretation, use of least instrusive alternative in behavior management, and development of community-based curriculum objectives. Following the summer session, at least three follow-up training visits were made to each participant's home classroom to assure generalization of competencies mastered during the summer session. The report describes participant selection, summer institute schedules, dissemination activities, problems encountered, and project evaluation. Appendixes contain a list of competencies, a list of suggested readings for participants, participant evaluation forms, program evaluation data, and a form for evaluating individualized education programs. (JDD)

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INSTITUTE FOR EDUCATORS OF STUDENTS WITH SEVERE/PROFOUND MENTAL HANDICAPS

GRANT #008730019

DEPARTMENT OF SPECIAL EDUCATION
GEORGIA STATE UNIVERSITY
ATLANTA, GEORGIA 30303

PAUL A. ALBERTO, PROJECT DIRECTOR

FINAL REPORT

EC 300549

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In 1987 the Department of Special Education of Georgia State University was awarded a three year Special Project Personnel Preparation grant (#G008730019) to provide training to teachers of students with severe mental retardation who work outside the metropolitan Atlanta area. The original project proposal documented, through various State Department of Education manpower reports, LEA Comprehensive Plans, and the report of the CSPD statewide analysis, the critical need for teachers of students with severe/profound mental handicaps in local school districts (LEA) outside the metropolitan Atlanta area. In 1985-86 there were 1418 students with severe/profound handicaps in public school placements. As of December 1 Child Count for 1989-90 there were 1777 students. This is an increase of 359 students over the four year period. Of these students, 1172 were in school districts outside metro-Atlanta. In 1985-86 there were 278 teachers reported in classes for students with students with severe/profound mental handicaps. As of 1989-90 there were approximately 300 teachers. This is an increase of 22 teachers. Of these teachers, approximately 200 are in school districts outside the metro-Atlanta area. According to a certfication study performed by the Professional Standards Commission of the State Borad of Education approximately 20% are provisionally or not otherwise fully certified (1990). The greatest incidence of provisional certification occurred in rural south Georgia. Special Education teachers were most likely to be put to work without full certification. Nearly one-third of new special education teaching certificates issued in 1988-89 were temporary

licenses. Georgia State University (GSU), having the only degree granting program in the state in the area of Students with Severe Handicaps, requested these funds to assist in meeting this need.

2. PROJECT OBJECTIVE

In an effort to assist in meeting this need for trained teachers for students with severe/profound mental handicaps, the following objective was defined for this project.

TO PROVIDE TRAINING IN INSTRUCTIONAL METHODS TO 30 TEACHERS OF STUDENTS WITH SEVERE AND PROFOUND HANDICAPS WHO ARE EMPLOYED BY LOCAL EDUCATION AGENCIES OUTSIDE METRO-ATLANTA.

As a result of project activities, Institute participants were expected to master the set of competencies which are presented in Appendix A. Competencies and activites in which the participants engage were based on a set of assumptions of current best practice for the education of this poulation, to include: a) curriculum objectives and activities which are functional and age-appropriate for community integration activities, b) design and selection of objectives for functional needs of current and future placements in least restrictive settings, c) placement on an integrated, age-appropriate public school campus, and d) the principle of partial participation.

Summary of major project activities: Teacher participants were brought to Atlanta for a seven week summer institute. During the summer they participate in the cooperative summer school program for students with severe/profound mental handicaps in DeKalb County, under the direct supervision of GSU faculty. The participants were supported for 10 quarter hours of

university credit, and housing and per diem while in Atlanta. This activity took place in Atlanta in order to take advantage of the resources of the GSU training program in Severe Handicaps, and the cooperative programming between GSU and the DeKalb County public schools. Following the summer session, at least three follow-up training visits were made to each participant's home classroom to assure generalization of competencies initially mastered during the summer session. Table 1 presents the original timeline for sequence of activities in support of this proposal (with parenthesis denoting changes).

3. Accomplishments

There were two major activities to be accomplished each year under this project. These were the summer session training activities in Atlanta, and the follow-up training in each participant's home classroom.

A. Activities Implementation.

1) Participant selection and notification was completed during each spring in cooperation with the State Department of Education, Division for Exceptional Children. Following announcements by the State Director of Special Education at the annual Administrators of Special Education Conference, notifications by state/local liaison officials, and letters from the project to the LEAs, 36 nominations were received for 1987, 45 nominations for 1988, and 40 nominations for 1989. From this pool of nominations, ten participants were selected for 1987. Due to rising costs and a "held constant" budget , 9 participants were selected for 1988, and 7 participants for 1989. The pool

Table 1

ORIGINAL TIMELINE, 1987-1988

Month	Activity
October	a. notification to LEAs and request for participant nominees b. notification of Advisory Committee
November	LEAs submit nominations
December	project staff and SEA representative select participants, selection reviewed by Advisory Committee
January	notification of participants and LEAs; forward information packets
February	a. nominee responses received, alternatives selected if necessary. b. send our reading list and study questions
April	a. housing arrangements made with Emory b. university credit arrangements made with GSU
June: 3rd week	a. arrival in Atlanta, housing check-in b. first week of lectures
December & June	Advisory Committee meetings
September through January (March)*	Follow-up training visits
January & March (January through March)*	Post-training evaluations
March	Compilation & interpretation of evaluation data

* () shows changes

and nominations were reviewed by the Advisory Committee. Demographic breakdown and geographic distribution for all three years appear in Table 2. As can be noted, efforts taken by project staff resulted in representative participation of teachers who are members of groups traditionally underrepresented.

2) Institute Summer Activites consisted of both didactic and practicum activities during a seven week summer session. The didactic component contained objective and integrative activities, and the practicum contained applied activities. Table 3 illustrates daily time commitments to these activities, as proposed in the original document, as well as the revised schedule which was submitted for the following years which allowed for additional lecture time (115 hours) and practicum experience (138 contact hours). The text and additional readings used during these activities appear in Appendix B. The teachers arrived in Atlanta the third week of June. They were met by project staff at the Emory University campus to assist in housing registration. The summer training activities were conducted as planned in the DeKalb County Public School District, in conjunction with the cooperative program between the LEA and GSU. The program is located on a local public school campus, accessible to community facilities for functional community skills and vocational training. During each summer there was an average of 52 youngsters, ages 6 to 20 years old. On site to provide continuous training were the Project Director, Dr. Alberto, and the project Training Coordinator, Ms. Heller.

Table 2

DEMOGRAPHIC DESCRIPTION OF PARTICIPANTS

1987-1988 Participants

PARTICIPANT	SEX	RACE	YEARS TEACHING EXPERIENCE	YEARS TEACHING SMH/PMH
A	Female	Black	0	0
B	Female	Black	1	0
C	Female	Caucasian	0	4
D	Female	Caucasian	8	1
E	Female	Caucasian	1	5
F	Female	Caucasian	8	3
G	Female	Caucasian	10	2
H	Female	Black	2	2
I	Female	Caucasian	6	1
J	Male	Caucasian	9	

1988-1989 Participants

A	Female	Caucasian	1	1
B	Female	Caucasian	5	2
C	Male	Caucasian	3	1
D	Female	Caucasian	3	3
E	Male	Black	13	1
F	Female	Caucasian	10	1
G	Female	Caucasian	14	13
H	Female	Caucasian	1	1
I	Female	Black	7	6
A	Female	Black	10	3
B	Female	Caucasian	2	2
C	Female	Caucasian	4	3
D	Female	Black	1	1
E	Male	Caucasian	3	2
F	Female	Caucasian	2	1
G	Female	Caucasian	5	3

Table 3

WEEKLY SCHEDULE FOR SUMMER TRAINING, 1987

	Mon	Tues	Wed	Thur	Fri
Week 1	-Orientation -housing check-in	lecture 9am-4pm	lecture 9am-4pm	lecture 9am-4pm	lecture 9am-4pm

	Mon	Tues	Wed	Thur	Fri
Weeks 2-7	Practicum 8:30-1:30	Practicum 8:30-1:30	lecture 8:30-3:30	Practicum 8:30-1:30	Practicum 8:30-1:30
	lecture 1:30-3:30	lecture 1:30-3:30		lecture 1:30-3:30	Travel home

REVISED WEEKLY SCHEDULE FOR SUMMER TRAINING, 1988/89

	Sun	Mon	Tues	Wed	Thur	Fri
week 1	Housing Check in	Orientation lecture 9am-4pm	lecture 9am-4pm	lecture 9am-4pm	lecture 9am-4pm	lecture 9am-4pm

	Mon	Tues	Wed	Thur	Fri
weeks 2-7	Practicum 8:30-1:30	Practicum 8:30-1:30	Practicum 8:30-11:30	Practicum 8:30-1:30	Practicum 8:30-1:30
	lecture 1:30-4:00	lecture 1:30-4:00	lecture 11:30-4:00	lecture 1:30-4:00	lecture 1:30-3:00

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The younsters were divided into classes with a range of approximately three years in chronological age. These classes served as the practicum base of the summer program which ran from week two through week seven, from 8:30 A.M. to 1:30 P.M. daily. The participants chose one of the classes as their primary assignment. In each class they were paired with a GSU masters student. To broaden participant contact with the wide range of chronological ages, physical involvements, and behavior patterns, each was required to instruct in an alternative class(es) during parts of the last two weeks of the practicum. During the summers of 1988 and 1989, all participants were additionally required to instruct adolescent students in at least one of the community based vocational training sites with a designated instructor.

The participants developed summer objectives for each student in the class based on student and ecological assessments, as well as information provided by teachers from the school year. As part of their instructional activities, each participant implemented various instructional methodologies, e.g., task analysis, prompting strategies, self-operated prompting systems, and on-going data collection and interpretation. Instructional formats included one-to-one, small, and large group instruction. Additionally, each participant was required to prepare age-appropriate, functional teaching materials, and use adaptive and communication equipment. While community-based activites were an integral part of the instruction, this was augmented two days per week by community vocational training sites for the adolescent classes in 1987. During the summers of 1988 and 1989, these

activities were increased from 2 to 4 days per week.

3) Follow-up training activities Each participant was visited in their own classroom a minimum of three times. During these visits, assistance, instruction, and feedback concerning the following points arose: a) assistance in planning the class schedules; b) confirmation of functional goals and objectives; c) interventions for maladaptive behaviors; d) implementation of various teaching techniques; e) planning and implementation of community instruction; f) specific compensatory strategies for motor and sensory impairments; g) interaction activities with non-handicapped; and h) individualized development of materials, e.g., microswitches, and adjustment of adaptive equipment. After completion of the follow-up visits to each year's participants, several participants continued to call for further information on new problems in their classrooms. Problem solving occurred through phone consultations, with additional information being mailed to participants as needed. During each year parents of children in each participant's classroom were contacted by letter and by the participant, regarding the opportunity to meet with the project staff. Only one parent met directly with project staff, during a follow-up visit, to discuss a problem with their child. The project staff met with the parent and participant teacher to discuss possible interventions for self-injurious behaviors occurring during the night. Several parents preferred to ask for information through their child's teacher.

4) Dissemination Activities Information regarding the Institute has been presented by project staff to the following

state and national organizations. During the 1987-88 academic year, a presentation was made to the National Conference, Teacher Education Division for CEC, in Washington, DC. Also, presentations were made at the National CEC Conference, and at the G-CASE (Georgia Council for Administrators of Special Education) for CEC. Presentations for the 1988-89 academic school year were made to the Georgia CEC, National Conference of TASH in Washington, DC, and at the Georgia Special Education Administrators Conference. For the third year of the Institute, presentations were made for the Georgia State Advisory Board and for the Georgia Special Education Administrators Conference.

B. Problems encountered and deviations during 2nd and 3rd project year

1. Although the original proposal planned for thirty participants, the total number of participants for the three years was 25. This decrease of participants is due to the budget being held at the Year One funding level, and an unexpected cancellation by one of the participants at a point too late to bring in an alternate. During the second and third project years, there were increases in tuition, participant per diem, travel per diem, participant housing, and personnel salaries which only allowed for 9 and 7 participants in order to remain within the project budget.

2) The follow-up visits for the second and third project years were completed by the middle of March. This extension was done to accede to participant requests for visits later in the school year in order for staff to assist in post-acquisition

instruction.

3) Additional readings were included during the summer and in the follow-up visits. These are listed in Appendix B.

4) The project staff changed the text used during the follow-up period from Horner, Meyer, & Fredricks (1986) Education of Learners with Severe Handicaps: Exemplary service strategies, to Falvey (1986) Community-based Curriculum: Instructional Strategies for Students with Severe Handicaps. This decision was made based on the more practical applications and descriptions available in the text by Falvey. A further change was made for the follow-up visits for the follow-up visits for 1988-89 and 1989-90 project years, allowing participants a choice between the Falvey text and Sternberg, (1988), Educating Students with Severe or Profound Handicaps, which is more oriented towards the needs of students with profound handicaps.

5) During the three summers of the project, participants were videotaped twice. This was done in an effort to enhance the feedback provided to the participants during the practicum.

6) Parents were notified prior to the first follow-up visit for each of the three years of the project.

7) Based on feedback from participants during the 1987-88 year, the evaluation form for the summer practicum for the summer of 1988 was changed to the classroom observation form used during follow-up visits. The participants stated that this form provided better feedback. During the summer of 1989, the teacher observation form was revised to be more inclusive of instructional methodology and community based instruction. This form was used throughout the summer and for the follow-up visits

during the school year.

C. Evaluation Data to Date

As outlined in the original document (see Table 4), a series of evaluations were conducted to determine the effectiveness of project activities.

Component I: Evaluation components of preparatory activities

a) On the first day of the summer program the participants were tested on the study questions they received based on the behavior management text they were to read prior to their arrival. Over the three years, scores ranged from 61 to 97. Four participants fell below the minimum 85% standard in summer 1987, two in summer 1988, and three in summer 1989. Participants in summer 1987 demonstrated that many of the concepts were known, but they were unfamiliar with certain terminology, such as differential reinforcement, and specific elements of data collection. The participants in summer 1988 and 1989 were scattered in their areas of deficiency. Individual review of deficit areas was conducted, as well as group lecture/review during the first two days, with additional readings provided as indicated. The participants who scored below 85% were retested in their deficit areas and met criterion.

Component II: Evaluation of competencies

a) Exams were give on the content of lectures and assigned readings. The 1987-88 participants had a mean score of 90.2, with a range of 77 to 98 on the first exam, and a mean score of 88.6, with a range of 74 to 92 on the second exam. The 1988-89

Table 4

Evaluation Components

Component I
-of Prepatory Activity

- * a) objective test on reading list
- * b) collect IEP objectives

Component II
-of Competencies

Level	Type	Location
Objective	* 2 short-answer tests	-summer site
Integrative	Task Program	* -2 at summer site ** -3 at follow-up
	Papers	* -1 at summer site -1 at follow-up
Applied	Practicum form	* -at summer site
	Follow-up form:	** -at follow-up site
	Classroom Observation	
	Follow-up	** -at follow-up site
	Instructional Observation	

Component III
-of Project

a) number of participants to successfully meet criteria for mastery of competencies

b) Participant post-training evaluation of:
- -preparatory activities
- -summer institute
- -follow-up training
- -competencies
- -teaching procedures
- -staff

c) Pre and post training quality evaluation of participant prepared IEP objectives.

d) Advisory Committee review

*'completed

**'partially completed (One follow-up visit completed with corresponding task program/form and two follow-up visits remaining)

participants had a mean score of 88.3, with a range of 60 to 100 on the first exam, and a mean score or 82.3, with a range from 44 to 98 on the second exam. The mean score for the first exam for 1989-90 participants was 88.4, with a range from 72 to 98. The mean score for the second exam of these participants was 86.6, with a range from 72 to 100.

b) As part of integrative evaluation of competency mastery, the participants prepared at least two task programs which included all the information outlined in the original proposal. Extensive commentary was place on each, and the students were required to re-do those areas in which the information provided was incomplete or inaccurate. A formal grade for each was not given; therefore, means and ranges cannot be provided. For each follow-up visit, participants provided at least one task program on which feedback was given.

For the summer sessions, participants were required to prepare a paper on community/functional training in a curriculum domain of their interest. Teachers of adolescent-age students were requested to do their papers on community-based vocational training. During the follow-up component, participants completed papers for generalization of specific areas of instruction in their classrooms.

c) The practicum evaluation form (see Appendix D) was used during the 1987 summer session. This formal evaluation occurred at an interim point and at the end of the practicum experience. The data for each participant was determined for the interim and final evaluation and is presented in Appendix D. An increase was

seen for each individual participant, as well as the group as a whole. It must be noted that the third party training and conferencing elements of the evaluation form were eliminated as the ability to engage in these activities is not afforded during the summer. For the summer 1988 the Classroom Observation Review Checklist form (see Appendix E) was substituted for the practicum form, due to participant suggestions, and to provide greater continuity of feedback with follow-up visits. The results of the 1988-89 participants is found in Appendix E. The increase in mean perfomance for each category is portrayed graphically. During the summer of 1989 the Teacher Observation Review Checklist form was revised be inclusive of community-based instruction and methodology. The summer results of 1989 are portrayed in Appendix F. For all items on the Teacher Observation Checklist (1988-89) and the Revised Teacher Observation Checklist (1989-90), increases were demonstrated for all individuals and for the groups as a whole.

d) Feedback was provided to the teachers verbally, as well as through the Classroom Review Cheklist form and the Revised Teacher Observation Checklist. Extensive comments were made on the form covering the points discussed during each visit. A high degree of maintenance was found during the first follow-up visit of competencies acquired during the summer institute. This is reflected on the table in Appendix G. An increase in each category is seen by the last follow-up visit.

C. Component III: Evaluation of the Project: Each year's participants completed questionnaires to evaluate the Institute

in its entirety. A Likert scale was utilized with 1 being "strongly agree" and 5 being "strongly disagree". The mean scores were above 2.0 except for a mean score of 2.1 for facilities. For the 1988-89 participants, the evaluations ranged from 1.1 to 2.1. In the written comments, there were concerns during the summer sessions about the school's air conditioning system and a desire for additional follow up visits. For the 1989-90 participants, the evaluations ranged from 1.3 to 2.2. The written comments concerned more opportunities for community based instruction. The results of these evaluations is found in Appendix H.

Pre and post training quality evaluations of participants were evaluated using the Goetz and Anderson IEP evaluation form. The IEP is evaluated across curricum areas with each goal being rated a 1 if it meets the criteria or an indicator of best practices, or a 0 if it is not present. The mean scores are shown in Appendix I. An increase in each category is indicated, with significant increases in programming for generalization and perfect scores in teaching with age appropriate materials and working on a basic skill. For all three project years, the interaction activity is slightly higher than before training, but remains low. Although there was usually some type of interaction planned with nonhandicapped students, as reflected on the follow-up visit graph, this was not planned for on the IEP's. Further information and consultation was provided in that areas to the 1987-88 participants, and was specifically emphasized to the 1988-89 and 1989-90 participants. The participants for all

project years have met the criteria for mastery of competencies.

4. ACTIVITIES FOR THIRD BUDGET YEAR

A. Timeline.

Table 1 presents the timeline as originally approved, with proposed changes indicated in parentheses. During the fall of 1988, the participant selection activities were completed, according to the timeline scheduled.

The following changes in the projected timeline occurred.

1) In consideration of the academic calendar of GSU and DeKalb County Public Schools, participants arrived in Atlanta on Sunday, June 18, 1989. This enabled a full day of orientation and instruction on the first full day of the summer session. Summer school for DeKalb County students ran from June 19 to August 4, 1989, representing a full seven week program.

2) In the original timeline, follow-up visits occured from September through January. The revised timeline, used during the second and third project years included follow-up visits occurring from September through March. This extention enabled a more longitudinal view of classroom activities.

3) The timing of post-training evaluations was changed from January and February to January through March. This change was based on recommended changes by participants from 1987-88.

B. Programatic Components.

In order to achieve the stated objecives of this project, the sequence of four enabling activities was conducted: I) Participant selection and notification, II) Participant preparatory activities, III) Summer training institue, and IV)

In-class follow-up training.

I. Participant selection and notification was done cooperatively with the State Department of Eduation, Division for Exceptional Students from a pool of nominations by LEA representatives. The bases for selection were: a) employment as a teacher of a class of students with severe/profound mental handicaps, b) emmployed by a Georgia LEA outside metro-Atlanta, c) commitment to that LEA for continued employment for at least the follow-up year and one more year, and d) no prior training specific to students with severe/profound handicaps.

The same activities that proved successful during the first and second project years to encourage the participation of teachers who were members of groups traditionally underrepresented were employed during the third project year. This was monitored by the Advisory Committee.

Participants received the following information upon notification of selection: a) outline of Institue requirements, activities, and time commitments, b) housing and per diem information, and c) course credit information and application.

II. Participant preparatory activities. Prior to their arrival in Atlanta for the summer session, participants must have read the text by Alberto & Troutman (1986), Applied Behavior Analysis for Teachers. A list of study/reference questions was sent to each particpant. Additionally, each participant was asked to bring examples of IEPs written during the May staffings of their students.

III. Institute summer activities. The summer training

activities were conducted all three project years in the DeKalb County Public School District in Atlanta. This was a cooperative summer program conducted by DeKalb Couty and the Program in Moderate/Severe Handicaps of GSU. The program was located on a local public school campus, accessible to community facilities for functional skills training.

The summer session training consisted of didactic and practicum activities, as indicated on the revised 1988 summer schedule in Table 3. The didactic component contained objective and integrative activities which were evaluated as such. The practicum contained applied activities, which were evaluated as such. Didactic instruction occurred during two time periods. First, during the seven week summer sesions, content lectures were held daily from 9:00 A.M. to 4:00 P.M. Content of the lectures reflected the competencies listed. During this first week participants were also tested, and reviewed on the preparatory reading. A criterion of 85% was set for this test. If the participant did not meet the criterion score s/he was given an oral review with the Project Director. This allowed for confirmation of deficit areas, and for remediation to be planned jointly. If the deficit was confirmed, the Project Director provided individualized review and additional readings on the topic.

The second time period of content lectures was from 1:30 to 4:00 P.M. daily (Wednesday 11:30 to 4:00), during weeks 2 through 7, except on Fridays when the participants were dismissed as 3:00 P.M. in order to begin traveling home around the state.

The lectures by the project staff were supplemented in speciality areas, such as physical therapy (by a physical therapist employed by the school district to be on site during the summer school), augmentative communication (by a speech pathologist), managing medical emergencies, and microswitch technology. Emphasis during these sessions is on the cooperative nature of team managment. The text used in association with didactic instruction was Snell, M. (1987), Systematic Instruction of Persons with Severe Handicaps.

Practicum activities occurred daily during weeks two through seven, from 8:30 A.M. to 1:30 P.M. (11:30 A.M. on Wednesdays). Each institute participant participated as a member of the instructional team for one of the summer school classes. The other team member was a GSU student engaged in the practicum for completion of their masters degree.

For their assigned classes, each teaching team was responsible for preparation of instructional objectives and task programs for increasing functional skills, conducting functional/ecological assessments, developing and managing instructional activities and programming, conducting community-based instruction and vocational training, ongoing data collection and interpretation, and managing the physical environment to maximize each student's learning potential.

All activities of the summer school program were under the direct, daily supervision of Dr. Alberto, and Ms. Heller, the Institute Training Coordinator. The Training Coordinator had no direct responsibility for the GSU students. They were the

responsibility of GSU doctoral interns. This arrangement allowed for a small student:teacher ratio during the practicum experience, and for continuous and immediate in-class supervision, instruction, and feedback to Institute participants.

IV. Follow-up Training Activities are recognized as key to the value and success of a training program which is concerned with maintenance and generalization of newly acquired teaching competencies. Toward this end, a set of follow-up training visits were made to the classroom of each participant. The Training Coordinator and/or Project Director visited each participant in their classroom on at least three occasions. The visits were spent assisting and evaluating the teacher's implementation of instructional planning, instructional strategies, data collection, and preparation of instructional materials. During the second and third follow-up visits of the project year, other members of the instructional team, e.g., physical therapist, speech/language therapist, were encouraged to attend, such that cooperative planning and instruction were reviewed and reinforced.

As part of the follow-up training activity, each participant was required to prepare at least one task program to present for evaluation at each visit. They also were required to prepare an integrative paper concerning programming for generalization of learning.

Parents of the students in the participants' classes were informed by letter that their child's teacher had been involved in the Institute training program. They were invited to respond,

by letter or by phone, with concerns they had which might be included in the Institute training activities. Parents were informed of follow-up visits to their child's classroom, with an invitiation to meet with project staff. At these meetings, parents were invited to discuss educational activities in their child's classroom, with staff and teacher. Particular emphasis was placed on generalization of learning from the classroom to the home.

V. Management and Evaluation.

1. The management system and personnel allotment will remained the same as in the orignal document. Role responsibilties are listed in Table 5.

2. The three-component system for evaluating preparatory activites, competencies, and the overall effectiveness of the project described in the original document was maintained as outlined in Table 4. The details of the evaluation components provided in the orginal document appear in Appendix K.

The following changes in the evaluation system were made:

a) The Classroom Review Checklist was used in place of the practicum form to evaluate the participants' comptencies during the practicum. This form was preferred by the first year participants in its areas of evaluations and provided greater continuity of feedback from the practicum to the classroom follow-up.

b) Due to the success of video taping the participants and providing feedback, it was included all three project years.

c) The Classroom Review Checklist was revised for the

Table 5

MANAGEMENT ROLE RESPONSIBILITIES
AND PERSON LOADING CHART

Project Director's responsibilities:

- 5% -coordination with the SEA and the various participating LEAs for participant selection and summer and follow-up training activities
- 25% -lectures during summer training session
- 30% -co-responsibility for practicum during summer
- 10% -conduct objective, integrative, and applied evaluations during summer training
- 10% -engage in follow-up training and evaluation activities
- 3% -preparation of total evaluation report of project activities
- 5% -budget supervision
- 10% -staff supervision
- 2% -chair Advisory Commitee

Training Coordinator's responsibilities:

- 10% -housing arangements and orientationn for the participants
- 5% -correspondence with participants prior to Atlanta arrival and coordination of follow-up training visits
- 30% -supervise practicum activity duringsummer training
- 10% -assist in lectures during summerinstitute
- 30% -engage in follow-up training and evaluation activities
- 5% -prepare and send out post-training evaluations
- 10% -prepare evaluation summaries sent to each participant and LEA

summer of 1989 to include specific components for addressing community-based instruction and instructional methodology.

3. Other Changes or Amendments: In October of 1989, Ms. Donna Andrews became the project coordinator (see Appendix C).

APPENDIX A

Competencies

THE STUDENT WILL DEMONSTRATE KNOWLEDGE/ABILITY:

1. to develop appropriate IEP objectives based on functional assessments, chronological age, and ecological requirements of current and future placements.

2. to prepare and carryout an instructional program plan based on the technology of task analysis.

3. to record, graph, and interpret ongoing data of student performance.

4. to apply the principles of learning, and strategies of instruction (e.g., reinforcement, stimulus prompting, resplonse prompting, time-delay, errorless learning) within one-to-one and small group instructional sessions.

5. to apply the principles of behavior management based on the least intrusive alternative for the reduction of inappropriate behaviors that interfere with learning and social acceptance of the student.

6. to differentiate developmental and functional curriculum models, and the ability to sequence learning activities.

7. to develop community based curriculum objectives based on ecological inventories; and generalization principles and practices.

8. to develop and maintain a physical environment which maximizes the students' learning potential through consultation and cooperation with a physical therapist/occupational therapist; and use of mechanical assistance devices.

9. to conduct instructional activities appropriate for inclusion in cognitive objectives.

10. of appropriate instructional technology and program components of various verbal language programs developed for students with severe handicaps.

11. of criteria for selecting from among, and implementation of, various approaches to nonvocal programming.

12. of the development of social (interpersonal) skills, and its application to environmentally appropriate behaviors, play and leisure activities which are age-appropriate.

13. of the personal care skills necessary for various aged students.

14. of vocational skills and management requirements for various vocational arrangements (i.e., supported work model, sheltered work model), and appropriate adaptations of skills and materials based on physical functioning.

15. to conduct and manage community based instructional activities.

16. to design and use functional materials and equipment which are age-appropriate for learning activities.

17. of the various approaches and activities for integration of students with severe handicaps on age-appropriate public school campuses.

APPENDIX B

1. Additional Readings for Summer Institute
2. Selected Readings for Follow-up Component

ADDITIONAL READINGS FOR SUMMER SESSION

Alberto, P., Briggs, T., Sharpton, W., & Goldstein D. (1981). Teaching a nonverbal yes/no response to severely handicapped students. Journal of Childhood Communication Disorders, 5, 90-103.

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SELECTED READINGS FOR FOLLOW-UP COMPONENT

Agran, M., Salzberg, C., & Stowitschek, J. (1987). An analysis of the effects of a social skills training program using self-instructions on the acquisition and generalization of two social behaviors in a work setting Journal of the Association for Persons with Severe Handicaps, 12, 131-139.

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APPENDIX C

Vita

VITA

DONNA G. ANDREWS
138 B. West College Ave.
Decatur, Georgia 30030

Education

A.S.	1979	Young Harris College, Young Harris, Georgia (Education)
B.S.	1981	North Georgia College, Dahlonega, Georgia (Special Education: Mental Retardation)
M. Ed.	1986	Georgia State University, Atlanta, Georgia (Mildly Mentally Handicapped)

Related Educational Experience

1987 to present full time doctoral student at Georgia State University

Professional Experience

June 1987 to 1989

Doctoral student at Georgia State University, Technical Assistant for Bureau for Students with Severe Handicaps, Atlanta, Georgia.

Duties: Provide instructional methods and techniques for teachers of students with moderate, severe, and profound mental handicaps, located throughout the state of Georgia. Provide current literature and training on topics related to specified problems, trends, and practices in the field of moderate, severe, and profound mental handicaps.

August 1985 to June 1987

Lead Therapist, Level II, Cobb-Douglas Psycho-Educational Center, Smyrna, GA

Duties: Teaching a self-contained class of severely behavior disordered and autistic students from 4 to 8 years old; supervising two classroom paraprofessionals, writing and implementing IEPs; working with ancillary services, participating in parent training groups, and developing and coordinating home management systems with parents.

August 1983 to June 1985

Lead Therapist (0-14 classroom) Northwest Psycho-Educational Center, Rome, Georgia Sattelite Center, Cartersville, Georgia.

Duties: Teaching a self-contained class of severely behavior disordered students ranging in ages from 5 to 14 years; supervising one classroom paraprofessional; writing and implementing IEPs; working with school personnel and ancillary services from two school systems; developing and coordinating home management systems with parents.

August 1983 to June 1983

Resource Interrelated Teacher, Bartow County School System, Cartersville, Georgia.

Duties: Teaching mildly mentally handicapped middle school students in a resource setting, supervising one classroom paraprofessional; head of special education department, campus contact person for special education; writing, implementing, and coordinating IEP meetings; liason for regular and special education personnel; developing and coordinating home management systems with parents.

August 1981 to June 1982

Itinerant Behavior Disorders Teacher, Bartow County School System, Cartersville, Georgia.

Duties: Teaching behavior disordered elementary school students for half day, teaching behavior disordered middle school students for the other half; writing and implementing IEPs, implementing and coordinating IEP meetings for school; liason for special and regular school personnel; developing and coordinating home management systems with parents.

Professional Activities

1989-90 Consultation for Burke, Gordon, and Quitman County School Systems on establishing and implementing a functional curriculum in classrooms with students with severe and profound handicaps.

1988-89 Consultation for Richmond County School Systems on communication, assessment, curriculum, autism, and functional curriculum for teachers of students with severe and profound handicaps.

1988-1990 workshops on "Physical Restraints for out-of-

Control Students" for Cobb, Fulton, Clayton, and DeKalb County School systems.

1988 Presentation at Georgia Council for Exceptional Children on "Pictoral and Auditory Prompt Systems"

1988 Poster Session at the National Conference of The Association for Persons with Severe Handicaps on "A Training Model for Teachers of Students with Severe Handicaps"

1986-1989 Guest lecturer for graduate classes at North Georgia College on the topic of autism.

1987-1989 Guest lecturer for graduate classes at Georgia State University on the topics of autism, physical restrints, reinforcement, task analysis, self-injurious behavior, and recreation/leisure skills.

Professional Affiliations

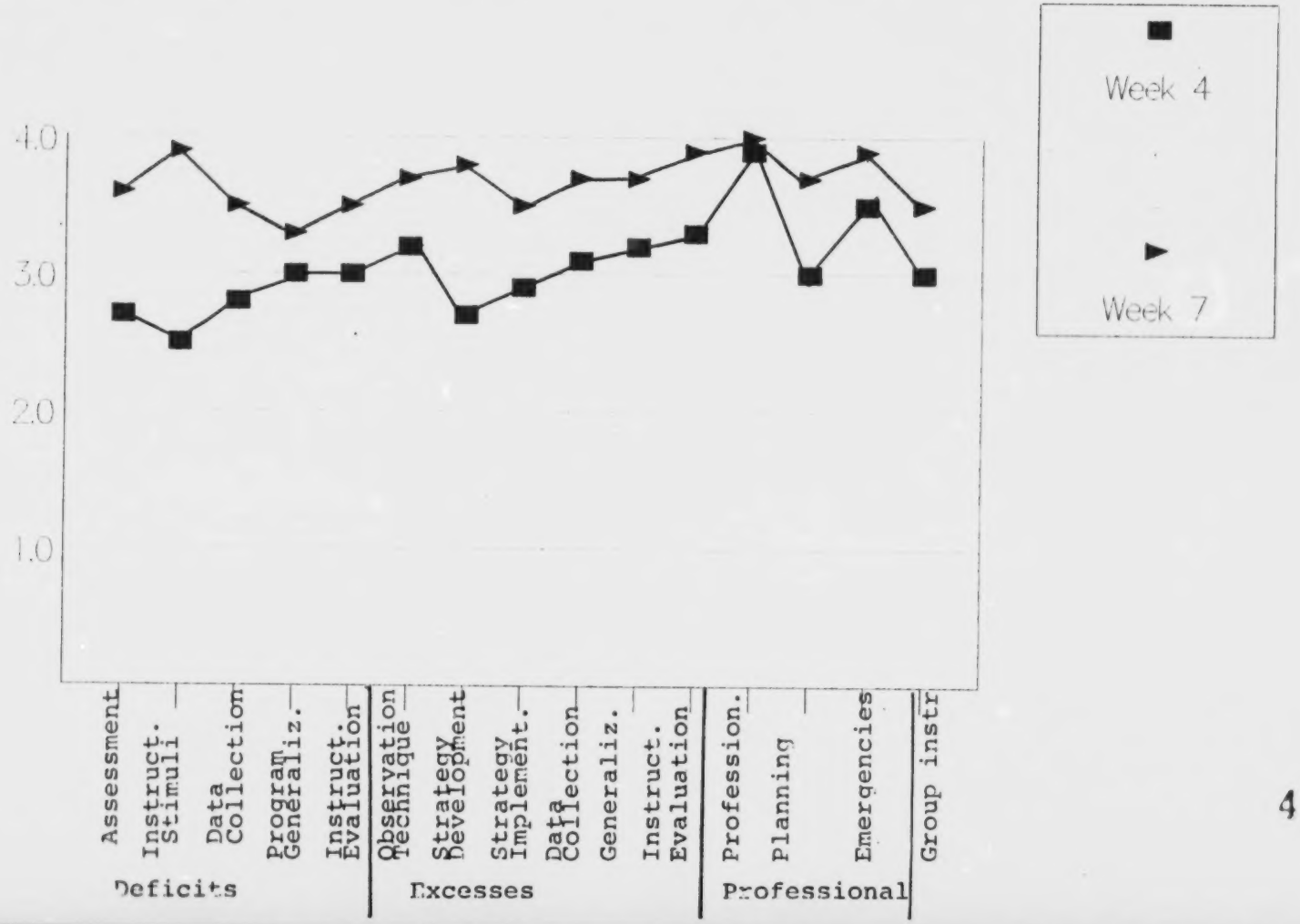
Board of American Society for Autism 1988-90
The Association for persons with Severe Handicaps
Council for Exceptional Children
Training By TEACCH (Training and Education of Autistic and Communications Handicapped Children) October 1985

APPENDIX D

1. Summer Evaluation Data 1987
2. Practicum Evaluation Form

Evaluation of Teacher Performance

Summer 1987



EVALUATION OF TEACHER PERFORMANCE
SUMMER 1987

4=Fluent 3=Competent 2=Deficient 1=Unacceptable

	Week 4	Week 7
Assessment	2.7	3.6
Instruction Stimuli	2.5	3.9
Data Collection	2.8	3.5
Program Generalization	3.0	3.3
Instructional Evaluation	3.0	3.5
Observation Technique	3.2	3.7
Strategy Development	2.7	3.8
Strategy Implementation	2.9	3.5
Data Collection	3.1	3.7
Generalization	3.2	3.7
Instructional Evaluation	3.3	3.9
Professionalism	3.9	4.0
Planning	3.0	3.7
Emergencies	3.5	3.9
Group Instruction	3.0	3.5

	Interim Evaluation	Final Evaluation	Comments & Remediation
I. MODIFICATION OF BEHAVIORAL DEFICITS			
A. The Intern will use an appropriate instrument to perform an initial assessment of one of the major learning categories (e.g. language, motor, social self-help, cognitive).			
1. The intern will prepare a written summary of data collected through use of the instrument.			
2. The intern will prepare an instructional IEP containing short term goals based upon assessment.			
B. The intern will select and operationalize one behavioral deficit from those goals indicated on the IEP. This behavioral objective will contain all required components.			
1. The intern will prepare a Behavioral Task Program for instruction of the deficit area.			
2. The intern will select appropriate materials to be used in instruction.			
3. The intern will select, where necessary, an appropriate training environment.			
C. The intern will select appropriate stimuli for instruction.			
1. The intern will demonstrate competence in the arranging of antecedent stimuli.			
2. The intern will demonstrate competence in the selection and use of appropriate consequences.			
3. The intern will demonstrate competence in the arrangement of reinforcement schedules for acquisition, maintenance and/or generalization.			
4. The intern will demonstrate the ability to give verbal and physical cues (prompts) clearly to students.			

	Interim Evaluation	Final Evaluation	Comments & Remediation
D. The intern will conduct on-going data collection during instruction:			
1. The intern will select an appropriate observation and recording technique (e.g. event, trials to criterion).			
2. The intern will develop appropriate recording sheets.			
3. The intern will graph the data being collected.			
4. The intern will demonstrate the ability to use the data being collected for altering instruction where necessary.			
E. The intern will demonstrate programming for generalization across trainers, materials or environments.			
F. Based on the results of the programming conducted the intern will write a long range plan.			
1. The intern will perpare a written summary of the results of instruction and suggestions for future programming.			
2. The intern will communicate the assessment and objectives and results of instruction to the cooperating teacher.			
II. MODIFICATION OF BEHAVIORAL EXCESSES (tantrums, self-abusive behavior, excessive noise, stereotypic behavior, aggressive behavior towards others, hyperactivity)			
A. The intern will select and apply an appropriate observation technique (e.g. event, time, interval, latency, duration)			
1. The intern will prepare a behavioral objective for the target behavior which incorporates all required components.			

	Interim Evaluation	Final Evaluation	Comments & Remediation
2. The intern will develop for use an appropriate data collection sheet.			
3. The intern will select and graph baseline data.			
B. The intern will develop an intervention strategy.			
1. The intern will develop a statement of behavior contingency.			
2. The intern will provide an appropriate arrangement of antecedent stimuli.			
3. The intern will demonstrate selection and effective use of appropriate consequences of behavior.			
4. The intern will select an appropriate training environment.			
C. The intern will implement planned intervention.			
1. The intern will demonstrate appropriate on-going data collection.			
2. The intern will demonstrate appropriate use of operant techniques.			
3. The intern will demonstrate instructional evaluation based upon the data being collected.			
4. The intern will demonstrate arrangement of reinforcement schedules for deceleration and maintenance.			
5. The intern will demonstrate the ability to give verbal and physical cues clearly to students.			
D. The intern will program for generalization across at least one of the following variables: --across trainers or environment.			
E. The intern will prepare a report of data.			
1. The intern will conduct post-checks.			

	Interim Evaluation	Final Evaluation	Comments & Remediation
III. Small Group Instruction Given a group of 3-5 severely/multiply handicapped individuals, the intern will take full responsibility for all planning and instruction for the group daily for a minimum of four weeks. This time period will combine activities to reinforce appropriate social-group behavior and instruction in a learning domain.			
A. In conjunction with the cooperating teacher the intern will select a single instructional objective (e.g. form matching) appropriate for all group members			
B. The intern will conduct an informal assessment of group members.			
C-1. The intern will select appropriate activities which will enhance the members ability to operate as an interdependent group member and mastery of the instructional objective.			
2. The intern will demonstrate the use of a variety of activities to include both in-seat and out-of-seat activities.			
D. The intern will prepare and/or select appropriate materials which will be used with group members.			
E. The intern will prepare written daily lesson plans.			
F. The intern will maintain daily anecdotical reports which include information specific to the amount and nature of participation of each group member.			

	Interim Evaluation	Final Evaluation	Comments & Remediation
2. The intern will graph data collected.			
3. The intern will communicate and demonstrate the results of intervention to the cooperating teacher for continuation of intervention if necessary			
IV. STAFFING CONFERENCES			
A. In a practicum setting the intern will observe the staffing conference of the facility in which he/she is placed. The intern will prepare a summary of at least one such conference to include: 1. Purpose of the staffing 2. Description of client and data presented (evaluative & observational) 3. Members of the staffing committee & any other participatns 4. Outline of procedure followed 5. Items discussed 6. Action recommended by staffing participants			
V. INSTRUCTION THROUGH A "THIRD" PARTY			
A. In conjunction with the cooperating teacher the intern will select an instructional objective for a class member and will train an aid, paraprofessional or parent to conduct an instructional program.			
1. The intern will instruct the aid on teaching procedure.			
2. The intern will instruct the aid in the apporpriate method of data collection.			
3. The intern will supervise the aid's instruction and data collection of the instructional objectives.			
4. The intern will prepare a written report of this training and supervision. (THIS IS TO BE DONE IN EITHER 766M or 767M)			

	Interim Evaluation	Final Evaluation	Comments & Remediation
C. The intern will implement planned intervention.			
1. The intern will demonstrate appropriate on-going data collection and daily graphing.			
2. The intern will demonstrate appropriate use of operant techniques.			
3. The intern will demonstrate instructional evaluation based upon the data being collected.			
4. The intern will demonstrate arrangement of reinforcement schedules.			
5. The intern will demonstrate the ability to give verbal and physical cues clearly to students.			

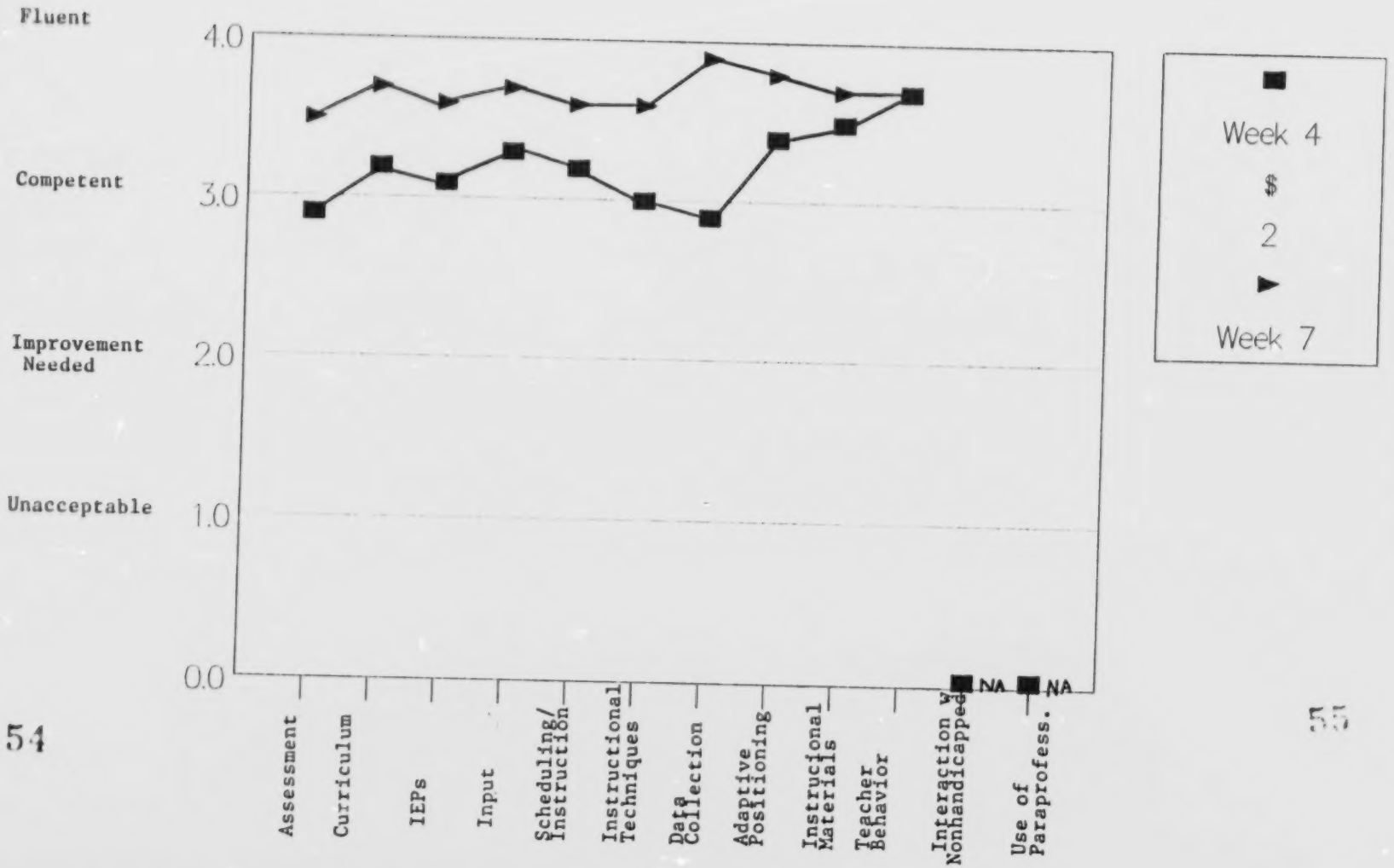
VI. PROFESSIONALISM	Interim Evaluation	Final Evaluation	Comments & Remediation
A. The intern is courteous and tactful when dealing with:			
1. students			
2. paraprofessionals			
3. teachers			
4. administrators			
5. parents			
B. The intern demonstrates an assured, calm manner when working with students			
C. The intern is cooperative in carrying out the daily class routine			
D. The intern is prompt, neat and accurate in the preparation of records and reports			
E. The intern is successful in motivating children			
F. The intern deals with professional criticism			
G. The intern plans and organizes daily activities and the movement of children in the classroom			
1. The intern makes efficient use of time			
2. The intern is competent in the development and adaptation of materials			
3. The intern demonstrates the ability to manage and arrange the physical facilities so as to facilitate learning			
H. Intern deals with disruptive behavior or emergencies (e.g. seizures) calmly and effectively			

APPENDIX E

1. Summer Evaluation Data 1988
2. Classroom Observation Review Checklist

Evaluation of Teacher Performance

Summer 1988



EVALUATION OF TEACHER PERFORMANCE
SUMMER 1988

4=Fluent 3=Competent 2=Deficient 1=Unacceptable

	Week 4	Week 7
Assessment	2.9	3.5
Curriculum	3.2	3.7
IEP's	3.1	3.6
Input	3.3	3.7
Scheduling/Instructional Format	3.2	3.6
Instructional Techniques	3.0	3.6
Data Collection	2.9	3.9
Adaptive Positioning	3.4	3.8
Instructional Materials	3.5	3.7
Teacher Behavior	3.7	3.7
Interaction w/ Non-handicapped	NA	NA
Use of Paraprofessional	NA	NA

CLASSROOM REVIEW CHECKLIST 1988

The following observation checklist is to be used to evaluate programming within an individual classroom for students with severe/profound handicaps.

Scoring: 4 = fluent performance
3 = competent performance
2 = improvement needed as noted
1 = not an acceptable performance for reasons noted

Teacher:
Observer:
Date of observation:

Observation Item	Score	Progress Comment
1. Use of appropriate assessment instrument(s) a) student b) ecological		
2. Appropriate curriculum a) relevant domians b) community based c) functional activities d) age appropriate activities		
3. Functional communication programming for each student		
4. IEP objectives which reflect all curriculum domains		
5. IEP objectives written in behavioral terms		
6. Settings noted within IEP objective in which the activity is to take place (acquisition & generalization)		
7. IEP's & instructional plans which reflect acquisition, fluency, maintenance, and generalization of skills		

Observation Item	Score	Progress Comment
8. Therapist input (PT,OT,SPL) into developing objectives & delivery of services.		
9. Parental input into developing objectives.		
10. Vocational education & Rehabilitation Services consultations for secondary aged students		
11. Use of classroom time/activity schedule		
12. Use of task analysis & task programming		
13. Use of systematic assistance procedures a) stimulus prompts b) response prompts c) fading		
14. Systematic use of correction procedures		
15. Instruction for independent behavior initiation & self-correction		
16. Systematic use of reinforcement and reinforcement schedules. a) allowing for naturally occurring consequences		
17. Ongoing data collection a) appropriateness of method b) graphing c) analysis of data		
18. Use of various instructional formats a) 1:1 instruction b) small group instruction c) whole class instruction		

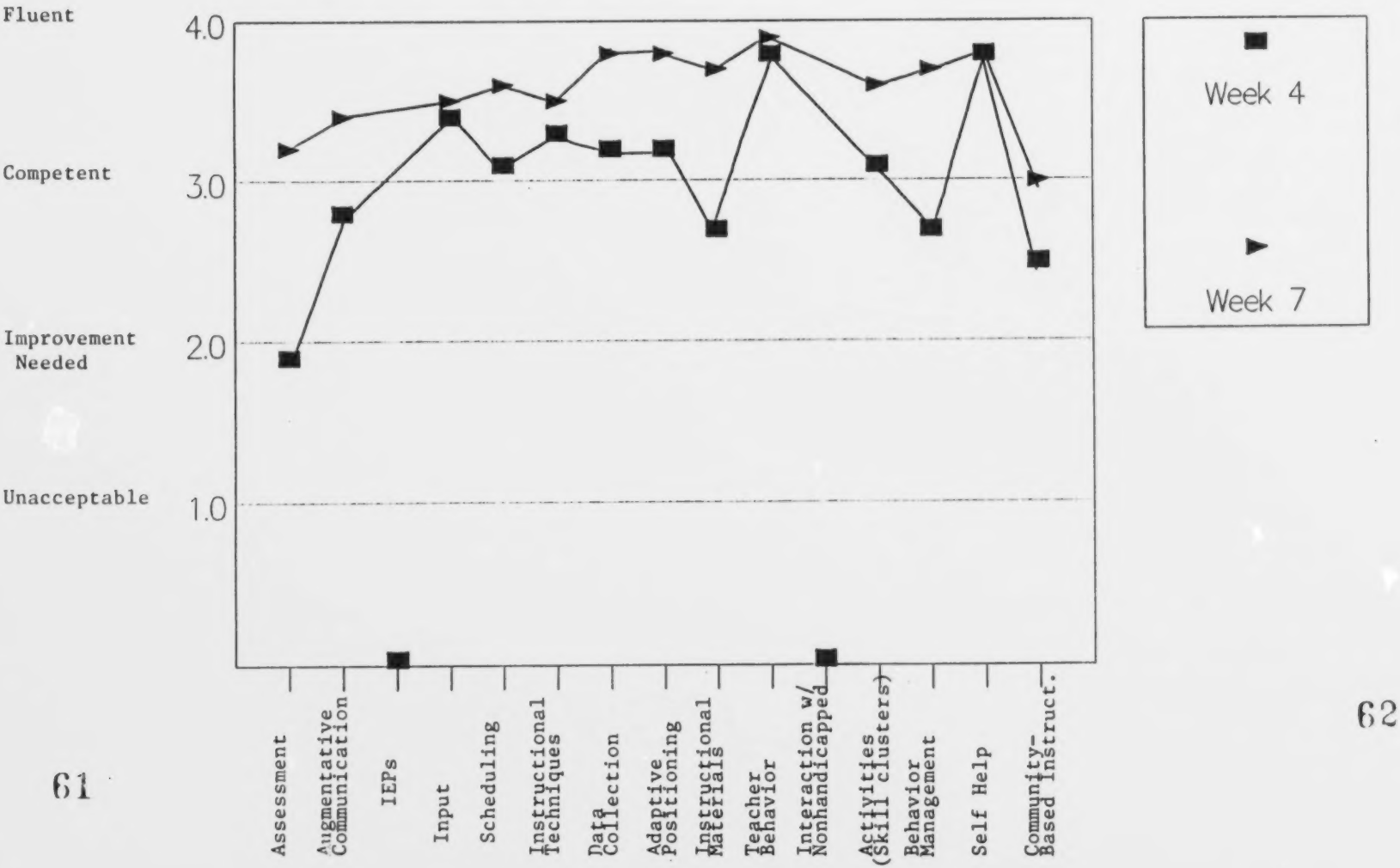
Observation Item	Score	Progress Comment
19. Availability and appropriate use of adapted equipment		
20. Physical positioning of students		
21. Instructional materials a) age appropriate b) functional c) appropriate for level of learning d) necessary adaptations		
22. Trial management a) inter-trial latency b) number of trials or minutes per session c) sufficient time for student response to be performed		
23. Placement of materials a) within range of motion b) placement of distractors		
24. Effective use of paraprofessional		
25. Planned interactions with nonhandicapped students		
26. Management of community based instruction		
27. Evidence of respect for student's right to privacy		
28. teacher conducts class in a calm, unhurried, and friendly manner		

APPENDIX F

1. Summer Evaluation Data 1989
2. Revised Teacher Observation Review Checklist

Evaluation of Teacher Performance

Summer 1989



EVALUATION OF TEACHER PERFORMANCE DURING SUMMER PROGRAM 1989

4=Fluent 3=Competent 2=Deficient 1=Unacceptable

	Week 4	Week 7
Assessment	1.9	3.2
Augmentative Communication	2.8	3.4
IEP's	NA	NA
Input	3.4	3.5
Scheduling	3.1	3.6
Instructional Techniques	3.3	3.5
Data Collection	3.2	3.8
Adaptive Positioning	3.2	3.8
Instructional Materials	2.7	3.7
Teacher Behavior	3.8	3.9
Interaction w/ Non-handicapped	NA	NA
Activities (Skill Clusters)	3.1	3.6
Behavior Management	2.7	3.7
Self Help	3.8	3.8
Community-Based Instruction	2.5	3.0

TEACHER OBSERVATION CHECKLIST 1989

The following observation checklist is to be used to evaluate programming within an individual classroom for students with moderate/severe/profound handicaps.

Scoring: 4=fluent performance
3=competent performance
2=improvement needed as noted
1=not an acceptable performance for reasons noted

Teacher: Observer: Date:

	Score	Comments
Assessment		
1. formal instruments		
2. ecological inventory		
3. informal/teacher assessment		
4. discrepency analysis		
Data Collection		
5. appropriate collection system		
6. collected daily or at least 3/week probes		
7. graphing of data		
8. data & trend analysis		

Activities (skill clusters)		
9. instruction is activity based		
10. activities are functional		
11. activities are age-appropriate		
12. activities use real materials		
13. activities are naturally sequenced		
14. activities are taught in daily routines		
15. activities lead to meaningful outcome		
16. activities are taught in natural environments when possible		
Materials		
17. materials are age-appropriate		
18. materials are natural/ functional		
19. necessary adaptations are made		

20. placement within range of motion

Instruction

21. massed vs. distributed trials

22. inter-trial latency

23. number of trials or minutes per session

24. sufficient time for student to respond

25. task analysis

26. use of systematic assistance

a) antecedent prompts

b) response prompts

c) fading of prompts

d) self-operated prompts

e) natural prompts/cues

27. systematic use of correction procedures

a) self-correction

28. systematic use of reinforcement

a) selection of reinforcers

b) scheduling of delivery

c) allows for natural consequences

d) thinning of schedule

29. Generalization across:

a) time

b) people

c) settings

d) materials

Class management		
30. Use of various instructional formats:		
a) 1:1 instruction		
b) small group		
c) large group		
31. class time/activity schedule		
a) natural timing		
b) objectives practiced throughout the day, e.g., communication		
c) makes efficient use of class time		
32. Effective use of paraprofessional		
a) instructional programs written so that parents, parapros, or substitute personnel would understand how to teach them.		
33. Physical positioning		
a) positioning appropriate for accessing activities		

b) rotation according to schedule developed with PT		
34. availability and appropriate use of adapted equipment		
35. hydration when necessary		
36. familiarity with medical records, procedures, medications		
37. interactions with nonhandicapped peers		
38. evidence of respect for student's right to privacy		
39. teacher conducts class in a calm, unhurried, and friendly manner		
<u>Behavior Management</u>		
40. functional analysis of inappropriate behavior		
41. Principle of Least Instrusive Alternative		
42. instruction of alternative behavior		

Consultation/information sharing		
Input into development of objectives and delivery of services		
43. Physical and/or occupational therapy		
44. speech/language therapist		
45. adult services/rehab services		
46. parent		
47. Work-site supervisor		
48. others (e.g., vision, APE)		
Content		
49. Communication		
a) evaluation		
b) instructional plan		
c) Alternative/Augmentative communication		
d) throughout day		

e) encourages student initiation of communication		
50. Domestic/self-help		
a) personal care		
b) toileting		
c) residential care		
51. mobility		
52. vocational		
53. choice making		
54. promotes student social interactions		
55. Community-based instruction		
a) 3 - 4 students		
b) at least 2x per week		

c) chaining of community activities

d) specific objectives

56. Leisure/Play

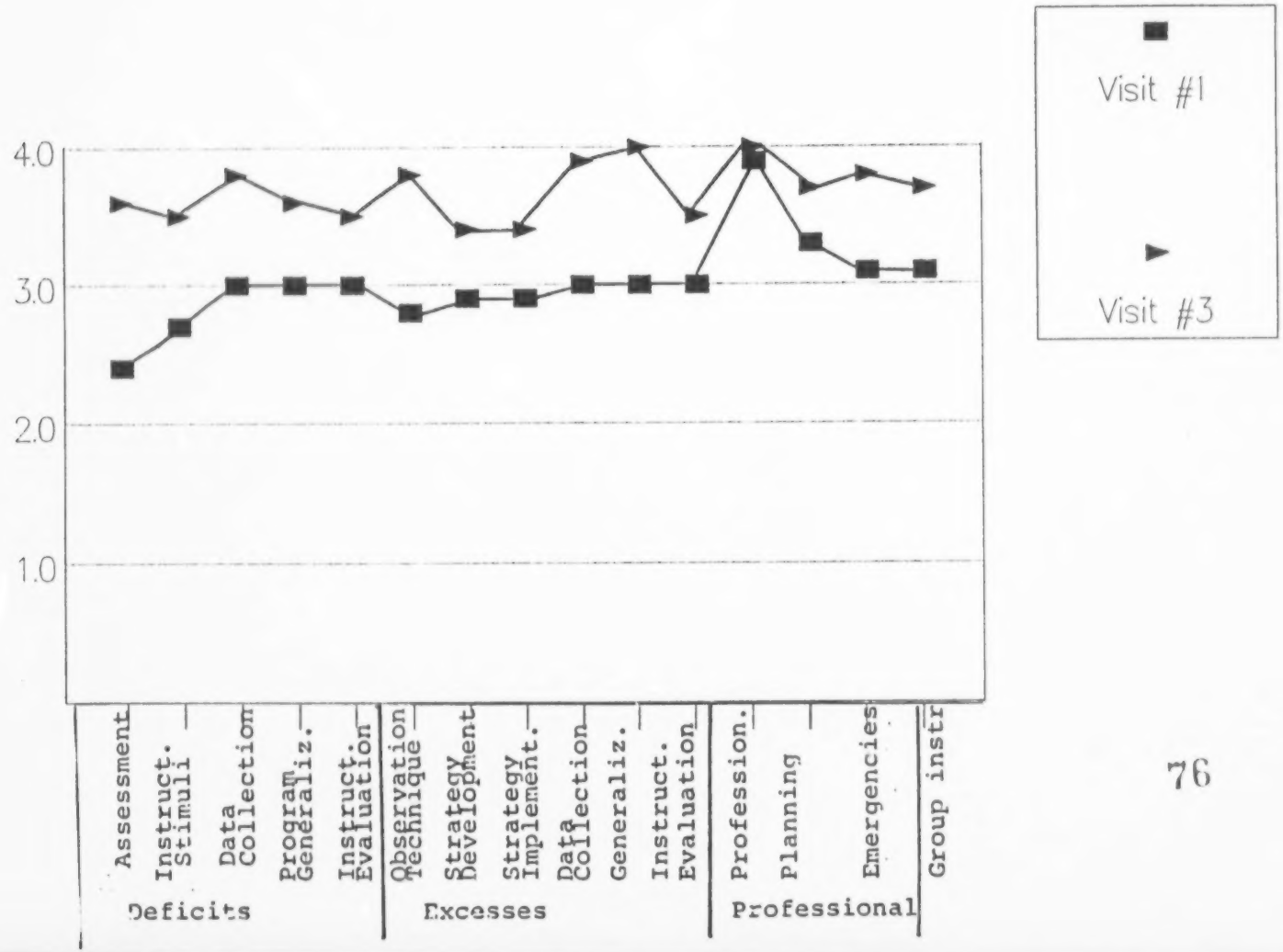
IEPs		
57. IEP objectives which reflect all curriculum domains		
58. IEP objectives written in behavioral terms		
59. IEP objectives contain criterion		
60. IEP & instructional plans which reflect the various levels of learning		

APPENDIX G

Data for follow-up visits, 1987-88, 1988-89, 1989-90

Evaluation of Teacher Performance

Follow-up Visits 1987-88



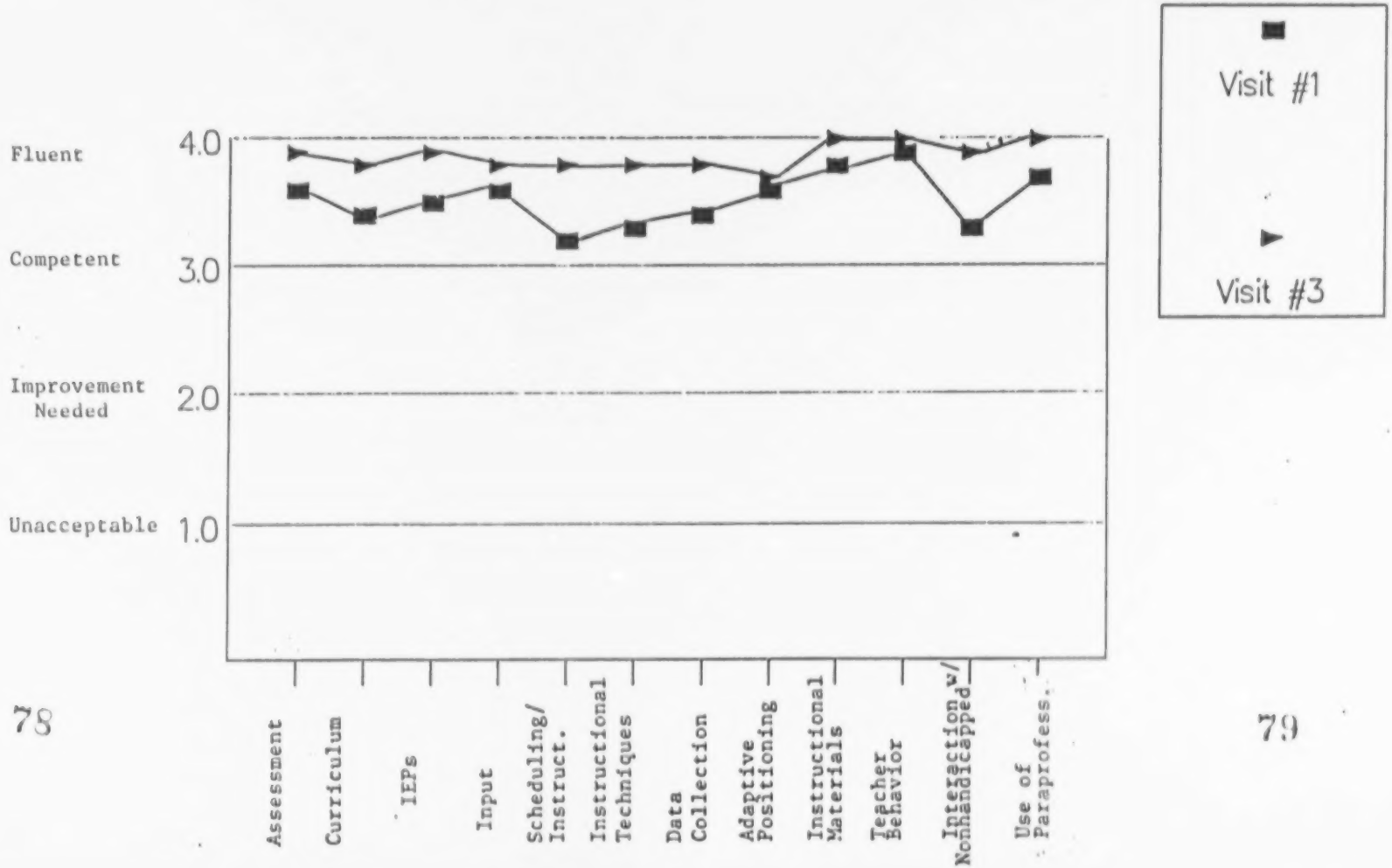
EVALUATION OF TEACHER PERFORMANCE
FOLLOW-UP VISITS 1987-88

4=Fluent 3=Competent 2=Deficient 1=Unacceptable

	Visit #1	Visit #3
Assessment	2.4	3.6
Instruction Stimuli	2.7	3.5
Data Collection	3.0	3.8
Program Generalization	3.0	3.6
Instructional Evaluation	3.0	3.5
Observation Technique	2.8	3.8
Strategy Development	2.9	3.4
Strategy Implementation	2.9	3.4
Data Collection	3.0	3.9
Generalization	3.0	4.0
Instructional Evaluation	3.0	3.5
Professionalism	3.9	4.0
Planning	3.3	3.7
Emergencies	3.1	3.8
Group Instruction	3.1	3.7

Evaluation of Teacher Performance

Follow-up Visits 1988-89



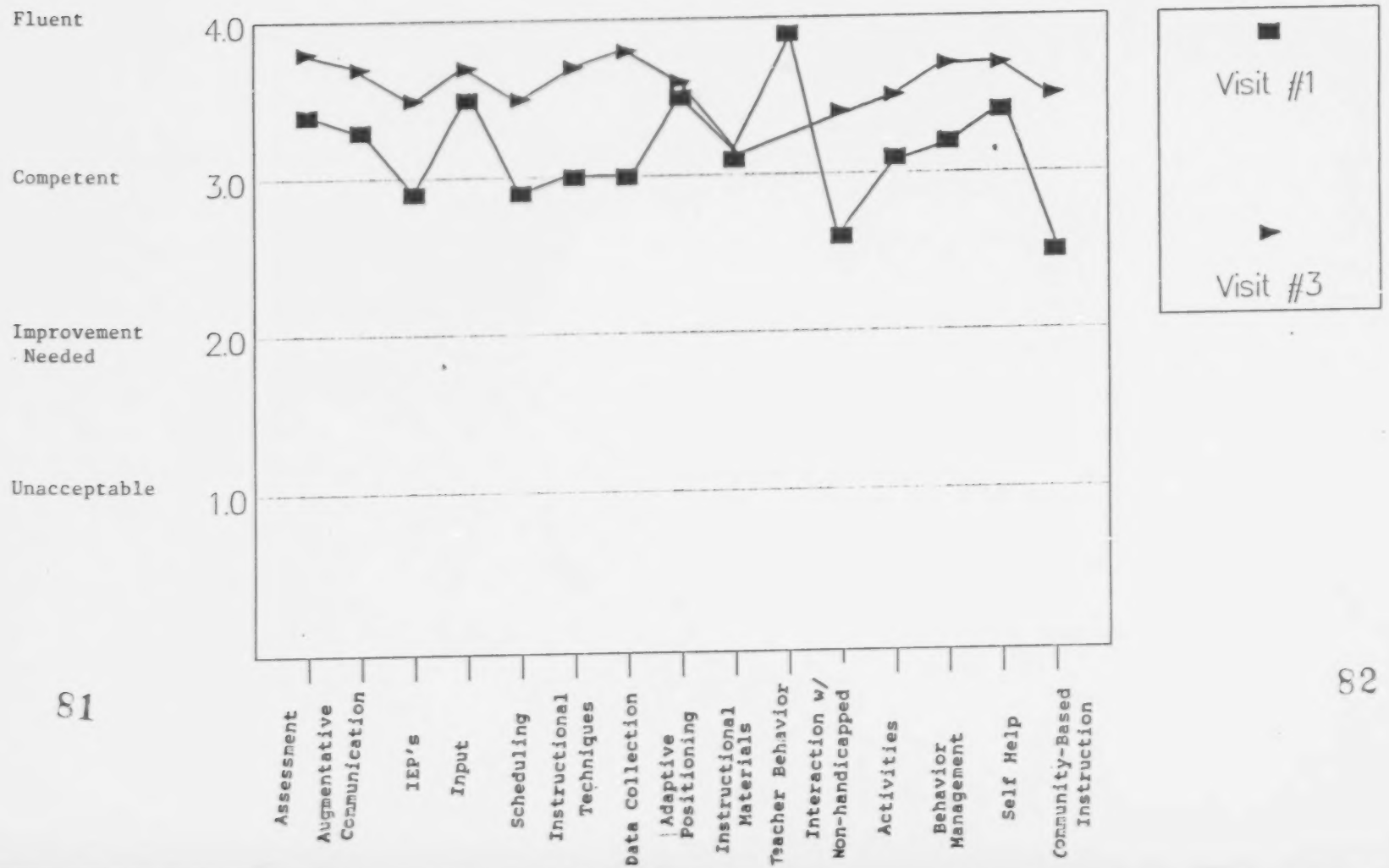
EVALUATION OF TEACHER PERFORMANCE
FOLLOW-UP VISITS - 1989-90

4=Fluent 3=Competent 2=Deficient 1=Unacceptable

	Visit #1	Visit #3
Assessment	3.4	3.8
Augmentative Communication	3.3	3.7
IEP's	2.9	3.5
Input	3.5	3.7
Scheduling	2.9	3.5
Instructional Techniques	3.0	3.7
Data Collection	3.0	3.8
Adaptive Positioning	3.5	3.6
Instructional Materials	3.1	3.1
Teacher Behavior	3.9	3.9
Interaction w/ Non-handicapped	2.6	3.4
Activities (Skill Clusters)	3.1	3.5
Behavior Management	3.2	3.7
Self Help	3.4	3.7
Community-Based Instruction	2.5	3.5

Evaluation of Teacher Performance

Follow-up Visits 1989-90



EVALUATION OF TEACHER PERFORMANCE
FOLLOW-UP VISITS 1988-89

4=Fluent 3=Competent 2=Deficient 1=Unacceptable

	Visit #1	Visit #3
Assessment	3.6	3.9
Curriculum	3.4	3.8
IEP's	3.5	3.9
Input	3.6	3.8
Scheduling/Instructional Format	3.2	3.8
Instructional Techniques	3.3	3.8
Data Collection	3.4	3.8
Adaptive Positioning	3.6	3.7
Instructional Materials	3.8	4.0
Teacher Behavior	3.9	4.0
Interaction w/ Non-handicapped	3.3	3.9
Use of Paraprofessional	3.7	4.0

APPENDIX H

1. Summer evaluations for 1987, 1988, 1989
2. Program evaluations for 1987-88, 1988-89, 1989-90

RESULTS OF PROGRAM EVALUATION BY PARTICIPANTS: SUMMER COMPONENT

1 = STRONGLY AGREE
5 = STRONGLY DISAGREE

	mean scores 1987	1988	1989
1. Scope of content was sufficient.	1.8	1.6	1.6
2. The lecture content concerning instructional technology was appropriate	1.2	1.8	1.5
3. The lecture content concerning curriculum was appropriate	1.5	1.7	2.0
4. The lecture content was clearly and effectively conveyed	1.7	1.7	1.3
5. The text and readings were appropriate	1.8	1.4	1.5
6. The instructor(s) were knowledgeable	1.2	1.4	1.1
7. Concepts and strategies taught were encouraged and applied in practicum	1.3	1.4	1.0
8. The students for the practicum were students with severe handicapping conditions	1.2	1.4	1.1
9. Facilities (classrooms, school, community) were adequate for practice of the concepts and strategies	2.1	2.0	1.3
10. The supervisors were sensitive to individual differences of participants	1.5	2.1	2.0
11. Participants were encouraged to ask questions and express views	1.2	1.1	1.1

RESULTS OF PROGRAM EVALUATIONS BY PARTICIPANTS: FOLLOW-UP COMPONENT
1 = STRONGLY AGREE
5 = STRONGLY DISAGREE

	mean scores 1987	1988	1989
1. Participant's specfic questions and concerns were addressed by instructor	1.2	1.2	1.3
2. Feedback was given regarding the participant's teaching strategies in his/her classroom	1.2	1.1	1.2
3. The instructor provided appropriate information regarding concepts and strategies	1.3	1.2	1.4
4. During the classroom visit, the instructor encouraged the participant to ask questions and express views	1.2	1.2	1.3
5. Additional material which was provided to teachers for specific classroom needs was helpful	1.2	1.2	1.1
6. The readings and assignments for the follow-up sessions were appropriate	1.6	1.7	1.5
7. The required textbook was appropriate	1.5	1.4	1.4
8. Feedback on the classroom review checklists was appropriate	1.6	1.7	1.8
9. The instructor was available for phone consultations, additional visits, or sending needed materials	1.2	1.3	1.2
10. There was a sufficient number of visits to the participant's classrooms.	1.5	1.4	1.5

APPENDIX I

1. IEP Evaluation Form (Hunt, Goetz, & Anderson)
2. IEP Evaluation Data, 1987-88, 1988-89, 1989-90

IEP ANALYSIS

Student_____ Teacher_____

Birthdate_____

INDICATORS OF BEST PRACTICES	DEFINITION	OBJECTIVE / CURRICULUM AREA(S) 1	2	3	4	5	6	7	8	9	10	11	12	TOTAL #	%
AGE-APPROPRIATE 1) Materials	It would be appropriate for a ND peer of the same chronological age to use the materials.	1)													
2) Task	It would be appropriate for a ND peer of the same chronological age to perform the task.	2)													
FUNCTIONAL 3) Basic Skill	The skill is based on needs identified in 1 of 5 areas: communication, social, behavior, motor, and pre-academic/academic.	3)													
4) Critical Activity	The task must be performed for the S if she can't do it for herself.	4)													
5) Interaction Activity	The activity necessitates the mutual participation of a ND and a SD person.	5)													
WILL GENERALIZE TO A VARIETY OF ENVIRONMENTS 6) Taught across settings and materials	The skill facilitates the S's ability to function in a variety of environments; specifically, a basic skill taught within and across critical activities, or a critical activity trained across settings and materials.	6)													
7) Taught in the natural setting	The skill is taught in a way that reflects the manner in which the skill will be used in the natural environment.	7)													
TOTAL POINTS PER OBJECTIVE														#	%

DIRECTIONS

1) Next to the objective #, indicate the curriculum area(s) with the appropriate letter(s): Communication (C); Social (S); Behavior (B); Motor (M); Domestic (D); Vocational (V); Community (CM); Recreation/Leisure (L); Preacademic (Pre); Academic (A).

2) Score 1 point for each indicator included in an objective; 7 points are possible for each objective.

SUMMARY		
# of objectives		
% points obtained from total points possible		
average # of points per objective		
#/% use age-appropriate materials		
#/% use age-appropriate tasks		
#/% are Basic Skills		
#/% are Critical Activities		
#/% are Interaction Activities		
#/% will generalize to a variety of environments		
#/% occur in the natural setting		

Figure 1. The rating sheet for the IEP analysis instrument.

IEP EVALUATION DATA FOR PRE- AND POST-INSTITUTE

	1987		1988		1989	
AGE APPROPRIATE						
Materials	.89*	1.0	.83*	.95	.82*	.93
Task	.88*	1.0	.80*	.90	.68*	.91
FUNCTIONAL						
Basic Skills	.94*	1.0	.75*	.87	.78*	.90
Critical Activity	.61*	.96	.43*	.87	.53*	.89
Interaction Activity	.03*	.22	.04*	.25	.07*	.31
GENERALIZATION						
Settings & Materials	.10*	.87	.08*	.84	.11*	.87
Normal Setttings	.03*	.77	.05*	.74	.01*	.70

*Pre-Institute Training

APPENDIX J

Letter of Support

Georgia Department of Education
Office of Instructional Programs
Twin Towers East
Atlanta, Georgia 30334-5040

Werner Rogers
State Superintendent of Schools

Peyton Williams Jr.
Associate State Superintendent

William P. Johnson
Assistant State Superintendent
General and Vocational Instruction

Don Hogan
Assistant State Superintendent
Special Instructional Programs

August 16, 1988

Dr. Paul Alberto
Associate Professor
Coordinator/Director of
Moderate Severely/Handicapped
Georgia State University
Atlanta, Georgia 30303

Dear Dr. Alberto:

It is a pleasure to have the opportunity to offer support for the continuation of your grant which has provided training to teachers of severely/profoundly mentally handicapped students who are employed by local education agencies outside the Metro Atlanta area. The selection of those teachers who have completed training in the project was a cooperative effort between the State Department of Education and your project staff. We are pleased with the number of applicants you received and subsequently the very positive feedback from the teachers selected as well as from the administrators of the local school systems in which they are employed.

We want to assure you of our continued support of this project. The training provided through this project has and will continue to have a positive impact on the quality of services provided to severely/profoundly mentally handicapped students throughout the state.

Sincerely,

Gwendolyn T. Benson

Gwendolyn T. Benson, Consultant
Moderate/Severe/Profound Handicapped
Division for Exceptional Students

GTB:dc

APPENDIX K

Original Evaluation Scheme

EVALUATION

The project evaluation consists of a three component scheme as seen in Table 3. Its purpose is to evaluate both participant performance and program effectiveness. Direct measurement of achieving the objective of this project will be the number of teachers mastering the competencies, therefore, the main focus of project evaluation will be the 30 participants mastery of the listed competencies.

Component I concerns the Preparatory activities of the participants. During their first week in Atlanta for the summer training session each participant will be tested on the study questions they received directed toward the two texts they were required to read prior to their arrival in Atlanta. A criterion of 85% will be required. Those who do not meet the criterion will have remedial learning experiences. The second element is the collection of their sample IEPs which will be used a part of the overall program evaluation in Component III.

Component II consists of the elements which will directly evaluate the mastery of the project competencies by the participants. Evaluation will occur in two settings to check for initial mastery and generalized mastery. Evaluation measures will be taken 1) in the controlled setting of the summer training site, and 2) in each participants own classroom during the follow-up visits.

Each competency will be subject to three levels of evaluation: Objective, Integrative, and Applied.

- Objective: i.e., 2 short objective tests on the fundamental content from lectures and assigned readings to take place at the training site.

- Integrated: i.e., the participants will be required to prepare 2 task program during their work at the training site, and one for presentation during each of the follow-up visits to their classroom (the task program is the written report of instruction, and includes the following information: a) instructional objective, b) prerequisite skills, c) component steps, c) alternative methods of performance, d) relevant features, e) instructional universe for initial teaching and generalization, f) appropriate data collection for initial and probe data and a trend analysis of performance, g) method of instruction, h) instructional materials and modifications of environment). The participants will be required to prepare two integrative papers. During the summer training they will prepare a paper on community/functional training in a particular curriculum area. During the follow-up phase they will prepare a paper on the generalization programming that has appeared in the literature for a particular curriculum area.

- Applied: The evaluation of participants' hands-on instruction in the summer institute classroom will be formalized through use of the practicum form in Appendix B. Evaluation at the applied level will also be included during the follow-up visits. During these visits evaluation will be made by: a)

lesson plans/task programs, b) data collection and interpretation, and c) use of an observation form presented in Appendix C. Evaluation criteria for mastery will be 90% competences at a level of fluent performance, and the remaining 10% at least at the level of competent performance. The possibility of extra remediation by an additional follow-up or again the following summer will be determined.

Component III has three elements to evaluate overall project performance. We will have the ability to make a pre and post evaluation of the participants development of IEPs. We will compare the IEP submitted prior to participation in training activities and those prepared and handed in during the follow-up visits. This evaluation will be made based on the points of reference noted in Hunt, Goetz, & Anderson (1986). The quality of IEP objectives associated with placement in integrated vs. segregated school sites, Journal of the Association for Persons with Severe Handicaps, 11.

The overall components of this training project will be evaluated by the participants. Following their completion of all project activities each participant will receive evaluation questionnaires to evaluation the preparatory activity, the summer institute, follow-up training visits, competencies included, teaching procedures, and the staff.

The third element consists of the ongoing evaluation conducted by the Advisory Committee. The Committee reviews selection practices, all evaluation data on mastery of competencies, the evaluations completed by the participants, and the IEP change data. Summary reports will be presented to the Advisory committee and each participating LEA.